

# ***DRAFT A State Framework for Offender Reentry***

## ***TARGETS FOR POLICY CHANGE THAT GUIDE IMPLEMENTATION***

The National ReEntry Policy Council developed a guide for states and other jurisdictions interested in pursuing improvements for offender re-entry ([www.reentrypolicy.org](http://www.reentrypolicy.org)). The 2003 ReEntry Policy Council Report<sup>1</sup> includes a series of “policy statements” and recommendations to guide the re-entry planning and development process through the development of sound, evidence based policies to guide decision-making.

The Report has been used extensively in some states, together with the National Institute of Corrections’ Transition from Facilities to Community (TPC) Model<sup>2</sup>, to develop state-specific approaches to improve offender reentry. The TPC Model helps to address the complexity of the reentry process by providing a model consisting of three phases and seven decision points. The Model helps guide the improvement and expansion of existing policies for states which are intent on adopting new approaches that improve the justice system as it relates to offender re-entry.

The *State Offender Reentry (SPR) Framework* takes this work to the next level by providing guidance for specific justice policies that should be considered by states as their “Targets for Change” in order to improve offender reentry. The 26 Targets for Change identified in the Framework have been distilled from the policy statements of the ReEntry Policy Council Report as well as the work being done in several states that go well beyond the Council’s policy statements. They are categorized within the three TPC Model phases and seven primary decision points that comprise the reentry process.

For each Target for Change, goals and operational expectations are provided as well as references for further reading to specific pages within the voluminous Reentry Policy Council Report and other publications that pertain specifically to the Target under consideration. Finally, the Framework provides practical activities to help guide a state’s journey to meet their goals for policy change and operational expectations—once goals are met—are offered so that a state can focus on *implementation*. Intended both as a guide and a workbook, the document is being used in eight states to assist with the planning and implementation process.

Importantly, the Framework is introduced within the context of the overarching policy and practice considerations of Transition Accountability Planning, Case Management and Evidence-Based Practices – which must be in place in order to change offender behavior – the true test of system reform.



## ***Vision, Mission, and Goals***

### ➤ **Vision**

The vision of the Montana Offender Re-entry Plan is that every offender released from a facility will have the tools needed to succeed in the community.

### ➤ **Mission**

The mission of the Montana Offender Re-entry Plan is to reduce crime and enhance public safety by implementing a seamless plan of services and supervision developed with each offender - delivered through state and local collaboration - from the time of his or her entry to custody through transition, reintegration, and aftercare in the community.

### ➤ **Goals**

- Promote public safety by reducing the threat to persons, their families and property by released offenders in the communities to which they return.
- Increase success among offenders who transition from custody by managing the risk and needs of offenders, providing effective treatment, encouraging offender accountability, promoting participation by families, communities and victims.
- Promote fiscal responsibility by expanding offenders' placement options that enhance public safety, reduce crime and decrease offenders' return to custody.
- Create an offender reentry plan that, through collaboration, fosters systemic change within the DOC and influences system change by service providers and the judicial system at the state, local and tribal levels.

# The TPC Three Phase, Seven Decision Point Model

## PHASE 1: GETTING READY

The **institutional** phase describes the details of events and responsibilities occurring during the offender's imfacilitiesment from admission until the point of eligibility for parole or release. **This phase involves the first two major decision points:**

1. **ASSESSMENT AND CLASSIFICATION:**  
Measuring the offender's risks, needs, and strengths.
2. **OFFENDER PROGRAMMING:**  
Giving assignments to reduce risk, address need, and build on strengths.

## PHASE 2: GOING HOME

The **transitional** phase begins before the offender's target release date. In this phase, highly specific re-entry plans are created. **This phase involves the next two major decision points:**

3. **OFFENDER RELEASE PREPARATION:**  
Developing strong, public safety-conscious parole plans.
4. **RELEASE DECISION MAKING:**  
Improving parole release guidelines.

Don't forget IPPO as huge asset

## PHASE 3: STAYING HOME

The **community** phase begins the moment the offender is released from facilities and continues until he/she is discharged from community supervision. **This phase involves the final three major decision points of the transition process:#1 drop off pt and most important step**

5. **SUPERVISION & SERVICES:**  
Providing flexible and firm supervision and services.
6. **REVOCATION DECISION MAKING:**  
Using graduated sanctions to respond to behavior.
7. **DISCHARGE & AFTERCARE:**  
Determining community responsibility to "take over" the case



**Transition Accountability Plans (TAP):** The fundamental process to record and track case management progress on offender transition

# OVERARCHING PARADIGMS ESSENTIAL FOR OFFENDER REENTRY SYSTEM IMPROVEMENTS

## PARADIGM #1: THE TRANSITION ACCOUNTABILITY PLAN & CASE MANAGEMENT PROCESS

TAPs are concise guides for the offenders and staff and integrate offenders' transition from facilities to communities by spanning phases in the transition process and agency boundaries. TAP reduces uncertainty in terms of release dates and actions - and the timing of actions - that need to be taken by offenders, facilities staff, the releasing authority, community supervision staff, and partnering agencies. Increased certainty will motivate offenders to participate in the TAP process and to become engaged in fulfilling their responsibilities and will ensure that all parties are held accountable for timely performance of their respective responsibilities<sup>iii</sup>.

### TARGET FOR CHANGE: *Policies and Operations for Offender Transition Planning and Engagement*

**GOAL:** To establish the comprehensive and standardized use of Transition Accountability Plans (TAPs) at four critical points in the offender transition process that succinctly describe for the offender, the staff, and the community exactly what is expected for offender success.

#### **POLICY EXPECTATIONS<sup>1</sup> None of these were checked all need policies written**

- ☐ The TAPs consist of the offender's Case Management Plan updated at critical junctures in the transition process and are prepared at facilities intake, at the point of the parole decision, at the point of return to the community, and at the point of discharge from parole supervision<sup>2</sup>.
- ☐ The TAPs are a collaborative product involving facilities staff, the offender, the releasing authority, community supervision officers, human services providers (public and/or private), victims, and neighborhood and community organizations.
- ☐ The TAP policy clearly states that the objective of the TAP is to increase both overall community protection by lowering risk to persons and property and by increasing individual offender's prospects for successful return to and self-sufficiency in the community.

#### **OPERATIONAL/PERFORMANCE EXPECTATIONS<sup>3</sup> OMIS needs to capture these four TAP's(OMP's)**

- ☐ The TAP1, the Facilities Programming Plan, details the expectations for the facilities term that will help offenders prepare for release.
- ☐ The TAP2, the Parole and Reentry Plan, details the terms/conditions/expectations about the offender's release to the community.
- ☐ The TAP3, the Treatment and Supervision Plan, details the supervision and services offenders will experience in the community. (Engage community partners at this pt.)
- ☐ The TAP4, the Discharge and Aftercare Plan, include the expectations for service delivery and case management after parole discharge

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<sup>1</sup> Policies refer to formal written rules or agreements about how what agencies expect to occur as standard practice.

<sup>2</sup> The membership of the Transition Management Team and their respective roles and responsibilities will change over time. During the institutional phase prison staff may lead the team. During the reentry and community supervision phase parole officers may lead the team. During the reintegration phase human services agencies or community services providers may lead the team. After offenders have successfully completed community supervision, their TAP may continue and be managed by staff of human services agencies, if the former offender chooses to continue to seek and receive services or support. At each stage in the process Team members will use a case management model to monitor progress in implementing the plan.

<sup>3</sup> Operational expectations refer to activities that respond to policies that can be quantified. Each is critical to performance and should be counted.

Use this checklist at NPNL and at next level of implementation

## The TAP and Case Management Checklist

- Does your TAP process begin at classification soon after an offender's admission to facilities, and continue through their ultimate discharge from community supervision?

YES	NO	?

- Do your TAP assessments define programs or interventions to modify individual offender's dynamic risk factors that were identified in a systematic assessment process?

YES	NO	?

- TAPs are sensitive to the requirements of public safety, and to the rational timing and availability of services. In an ideal system, every offender would have access to programs and services to modify dynamic risk factors.* Is your system constrained by finite resources, do you rationally allocate access to services and resources using risk management strategies as the basis for that allocation?

YES	NO	?

- Partners should include the offender, facilities staff, releasing authorities, supervision authorities, victims, offenders' families and significant others, human service agencies, and volunteer and faith-based organizations.* Do appropriate partners participate in the planning and implementation of individual offender's TAPs?

YES	NO	?

- Do individual TAPs delineate the responsibilities of offenders, correctional agencies and system partners in the creation, modification, and effective application of the plans, and hold them accountable for performance of those responsibilities?

YES	NO	?

- Do the TAPs provide a long-term road map to achieve continuity in the delivery of treatments and services, and in the sharing of requisite information, both over time and across and between agencies?

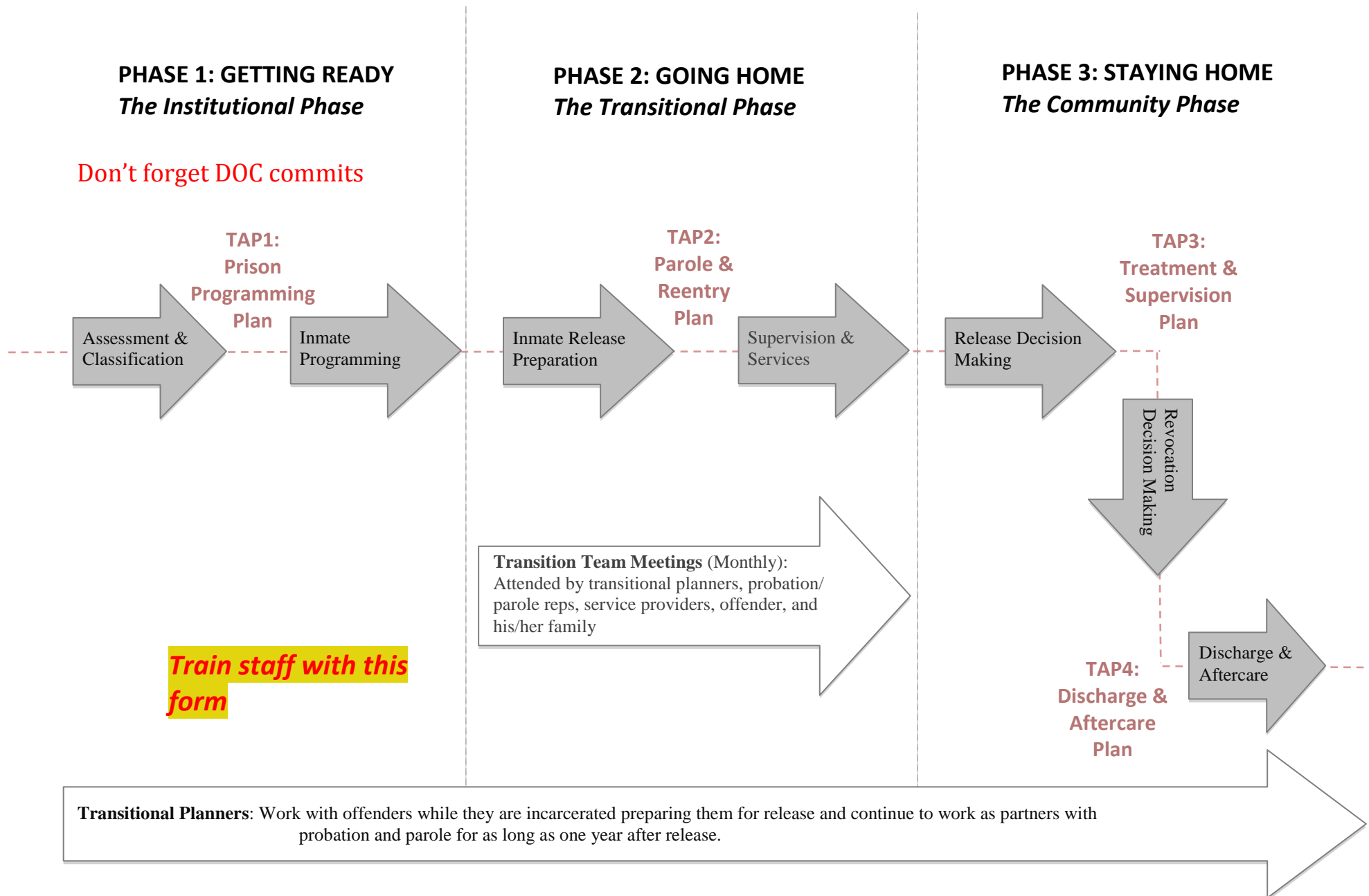
YES	NO	?

- A case management process is used to arrange, advocate, coordinate, and monitor the delivery of a package of services needed to meet the specific offender's needs. During the facilities portion of TAP, facilities staff members function as case managers. As offenders prepare for release and adjust to community supervision, their parole office will become the case manager. When they are successfully discharged from supervision, a staff member from a human service agency may assume case management responsibilities for former offenders who choose to seek services or support.* Does your case management process function in this manner?

YES	NO	?

**NOTE:** The various operational expectations for the TAP and Case Management Process are embedded in the appropriate Targets for Change. Activities to implement these Targets are therefore included throughout the framework.

# SPR Framework Transition Accountability Planning (TAP) Flowchart- Use thi



# OVERARCHING PARADIGMS ESSENTIAL FOR OFFENDER REENTRY SYSTEM IMPROVEMENTS

## PARADIGM #2: EVIDENCE BASED PRACTICES

Evidence Based Practices (EBP) are scientifically supported techniques used to reduce offender risk and recidivism. When correctly, appropriately and consistently implemented, EBP's will help lower offender risk levels and therefore decrease the likelihood of reoffending. In order to maximize the effectiveness of any interventions implemented within this framework for offender reentry, *all* interactions with offenders and former offenders must occur in a fashion that is consistent with the principles of EBP. It is imperative that EBP's are not confused as a *program* or *curricula* that can be implemented within a correctional setting in order to reduce recidivism. Instead, it must be clear in policy and in operational procedure that the effective implementation of EBP requires a fundamental shift in how a criminal justice agency, its personnel, and other reentry related professionals *interact with* offenders and former offenders on a daily basis. Thus, EBPs should be consistently applied at all phases and decision points within the reentry process.

**TARGET FOR CHANGE:** *Policies and Procedures that Reflect Evidence Based Practices that will Change Offenders Attitudes and Behaviors*

**GOAL:** To ensure that all persons who interact with offenders, (at all phases and decision points within the reentry transition), are appropriately trained in the use of EBP and that they appropriately implement the evidence based principles of effective intervention.

### POLICY EXPECTATIONS

- ☐ The agency has policies and procedures to stipulate the use of EBPs in the delivery of all offender interventions.
- ☐ The requirement for the use of EBP is explicitly stated and defined in all 3<sup>rd</sup> party contracts for offender services.
- ☐ Scope of work and job description documents, clearly identify the role and responsibility of employees in supporting and implementing EBP.
- ☐ The agency has established mechanisms to monitor employees that successfully implement EBPs; for example, through annual personnel evaluations, that result in commendation for excellence and responsive action for inadequate adherence to EBP principles.

### OPERATIONAL/PERFORMANCE EXPECTATIONS

- ☐ All staff and reentry related professionals are trained in the use of EBPs.
- ☐ All staff and reentry related professionals are supervised and accountable for the adequate implementation of EBPs.
- ☐ Offender risk levels are monitored for risk reduction.
- ☐ The frequency and quality of EBP implementation is monitored.

## Applying the Evidence Based Principles of Effective Intervention<sup>iv</sup>

### RISK PRINCIPLE: *Focus supervision and treatment on the people most likely to commit crimes.*

#### ASSESS ACTUARIAL RISK & NEEDS

- Do your assessment tool(s) measure *risk for recidivism*?
- Is the assessment information used to develop individualized offender “case plans?”
- Are assessment interviews conducted by explicitly trained staff and assessment results stored in an electronic database?
- Does the initial assessment take place at intake, with regular updates after initial collection?
- Do you conduct quality assurance audits, and evaluate for inter-coder reliability with individual video/audio critiques of assessment?
- Does your frontline staff have access to offender assessment information?

YES	NO	?

### NEED PRINCIPLE: *Focus resources on the factors that change a person’s likelihood to commit crime.*

#### TARGET INTERVENTIONS

- Do your assessment tool(s) assess for *dynamic criminogenic needs*?
- Is the assessment information used to develop individualized offender “case plans?”
- Do case plans identify criminogenic needs, target interventions, dosages and dates for completion, and consider *stage of change* readiness?
- Do you prioritize available intervention resources to target the specific criminogenic needs of *higher risk* offenders?
- Do you conduct quality assurance audits to ensure that case plans accurately reflect and appropriately respond to criminogenic needs?
- Are staff held accountable for maintaining and implementing well-documented case plans that guide the nature and scope of intervention?

YES	NO	?

#### SKILL TRAIN WITH DIRECTED PRACTICE (Using cognitive behavioral therapy (CBT) methods)

- Do all offered treatment and interventions emphasize cognitive behavioral therapy and evidence-based recidivism reduction strategies?
- Do documents describing intervention services require providers to deliver services in alignment with Social Learning Theory?
- Do you conduct quality assurance audits to ensure that contracted service providers deliver services in alignment with Social Learning Theory?


### RESPONSIVITY PRINCIPLE: *Pay attention to how offenders learn, and maximize their ability to acquire new attitudes and skills.*

#### ENHANCE INTRINSIC MOTIVATION

- Are all staff trained in motivational interviewing (MI) techniques?
- Are staff periodically reminded/encouraged, as well as held accountable for integrating MI techniques in day-to-day interaction with offenders?
- Do you conduct quality assurance audits to ensure that the MI techniques are implemented consistently and correctly?

YES	NO	?

#### INCREASE POSITIVE REINFORCEMENT

- Are staff periodically reminded/encouraged, as well as held accountable to model positive reinforcement techniques with the offenders daily?
- Are agency staff required to understand and to use the “4 positive to 1 negative reinforcement ratio” in their interactions with offenders?




# Targets for Change & Evidence Based Principles that Guide Offender Interaction

These are the 26 targets for change and highlighted sections are DOC reentry teams top 5 priorities

## PHASE 1: GETTING READY

### 1. ASSESSMENT AND CLASSIFICATION

1.1: Development of Intake Procedures

### 2. OFFENDER BEHAVIOR AND PROGRAMMING

2.1: Development of Programming Plan (TAP1)

2.2: Physical Health Care

2.3: Mental Health Care

2.4: Substance Abuse Treatment

2.5: Children & Family Support

2.6: Behaviors & Attitudes

2.7: Education

2.8: Vocational Training

2.9: Work Experience

## PHASE 2: GOING HOME

### 3. OFFENDER RELEASE PREPARATION

3.1: Development of Parole & Reentry Plan (TAP2)

3.2: Housing---tie

3.3: Continuity of Care Planning

3.4: Working with Potential Employers

3.5: Employment Upon Release---tie

3.6: Identification and Benefits

3.7: Release Preparation for Families

3.8: Release Preparation for Victims

### 4. RELEASE DECISION MAKING

4.1: Advising the Releasing Authority

4.2: Release Decision

## PHASE 3: STAYING HOME

### 5. SUPERVISION AND SERVICES

5.1: Design of Supervision & Treatment Strategy (TAP3)

5.2: Implementation of Supervision & Treatment Strategy

5.3: Maintaining Continuity of Care and Housing

5.4: Job Development and Supportive Employment

### 6. REVOCATION DECISION MAKING

6.1: Graduated Responses

### 7. DISCHARGE AND AFTERCARE

7.1: Development of Discharge and Aftercare Plan (TAP4)

Yellow= DOC Reentry Team top priorities

## The Evidence Based Principles of Effective Intervention

**THE RISK PRINCIPLE:** Focus supervision and treatment on the *people most likely to commit crimes.*

- Use objective, normed & validated assessment of the offenders risk to reoffend

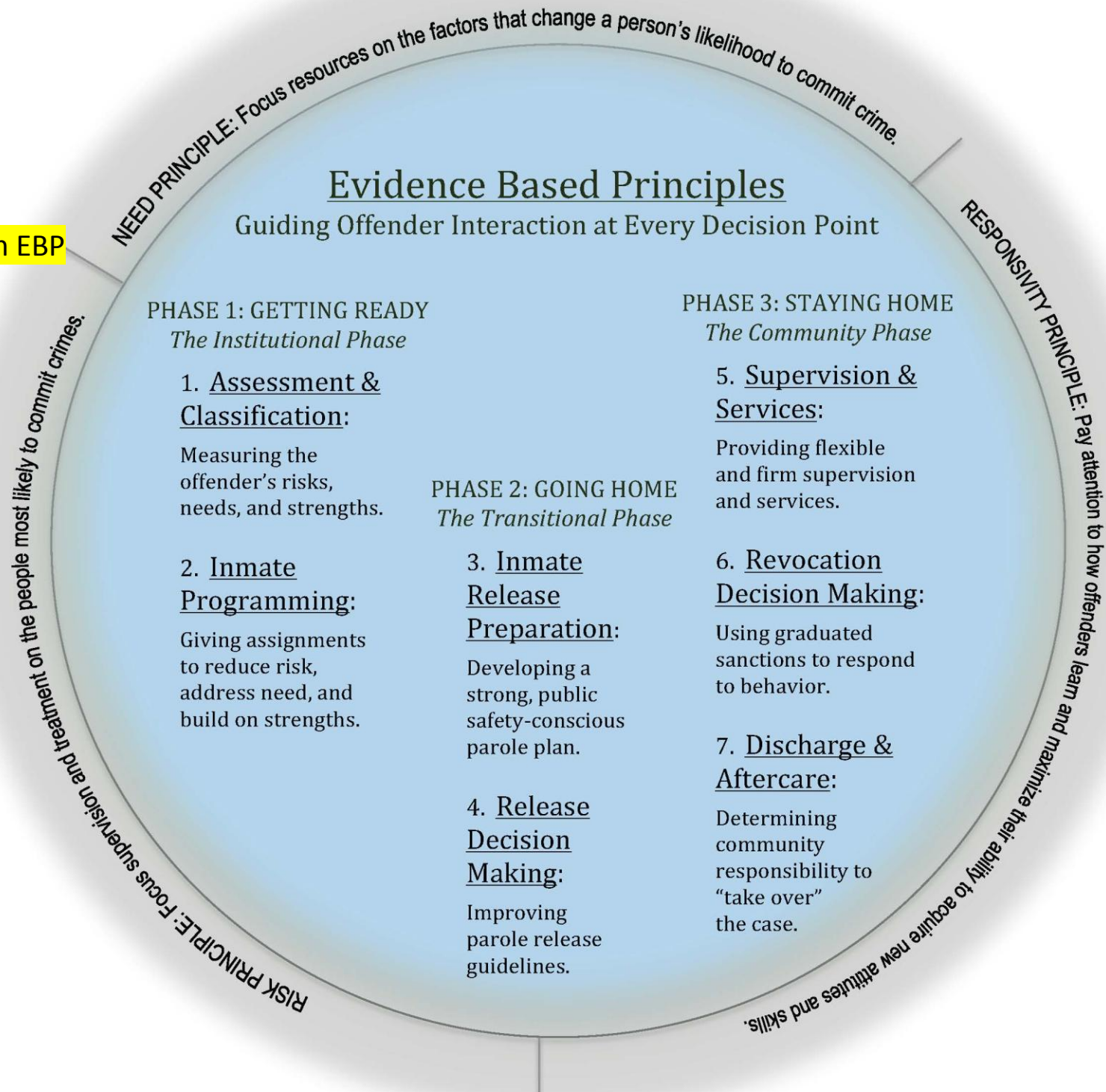
**THE NEED PRINCIPLE:** Focus resources on the *factors that change a person's likelihood to commit crime.*

- Use targeted interventions that are proven to be effective
- Encourage & support the reduction of attitudes, values, and belief systems that support criminal behavior

**THE RESPONSIVITY PRINCIPLE:** Pay attention to *how offenders learn & maximize their ability to acquire new attitudes.*

- Identify, foster, support and reinforce a motivation to change.

Train on EBP



## **PHASE 1: GETTING READY (THE INSTITUTIONAL PHASE)**

### **DECISION POINT #1: ASSESSMENT AND CLASSIFICATION**

#### **TARGET FOR CHANGE 1.1: *Development of Intake Procedures***

**GOAL:** To establish a comprehensive, standardized, objective, and validated intake procedure that, upon the admission of the offender to the corrections facility, can be used to assess the individual's strengths, risks, and needs (*Reference: Report of the ReEntry Policy Council, pgs. 110-140*).

#### **POLICY EXPECTATIONS- all areas of policy expectations were wants and none were covered by a current policy**

- ☐ A validated risk/needs assessment instrument is used for all offenders at intake.
- ☐ The risk-assessment information is also used as one component for offender classification.
- ☐ All offenders are screened for mental/physical health, substance abuse/dependency issues. Those that need further assessment receive it.
- ☐ The special needs of offenders re: family life, domestic violence, and impact of incarceration on relationships – especially children are assessed.
- ☐ The vocational aptitudes, education levels, and employment histories of all offenders are assessed.
- ☐ Offender's current benefits/entitlements eligibility is assessed to determine steps needed to transition back to those programs upon release.
- ☐ Financial assets/debts are assessed in order to work with offenders to prevent the build-up of child support arrears.
- ☐ Interpersonal skills are assessed.
- ☐ Basic literacy is assessed.
- ☐ Staff cultural competencies are improved through staff training that includes engagement of community-based service providers.

#### **OPERATIONAL/PERFORMANCE EXPECTATIONS all areas were identified as wants as information that needs collection for EBP**

- ☐ Intake staff is properly trained – and periodically retrained - to administer screening and assessment instruments.
- ☐ The assessment can be modified beyond the initial assessment as offender risk and needs change.
- ☐ Protocols are established that ensure the accuracy/availability of information while adhering to laws/regulations that govern confidentiality.
- ☐ An explanation to offenders is required to describe the purpose and function of the screening/assessment process and the extent that the information will be shared.
- ☐ Community-based service providers are engaged to inform assessments with additional information. @ PSI stage would be time to gather information
- ☐ A tracking system is in place to provide the rate of assessments in each of the assessment areas: risk/need, mental health, physical health, substance abuse/dependency, domestic violence, vocational aptitudes, education levels, employment histories, benefits/entitlements, assets/debts, interpersonal skills and literacy.

## **TARGET FOR CHANGE 1.1: *Development of Intake Procedures; Activities Aimed at Implementation***

**GOAL:** To establish a comprehensive, standardized, objective, and validated intake procedure that, upon the admission of the offender to the corrections facility, can be used to assess the individual's strengths, risks, and needs.

### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 1.1<sup>4</sup>**

- 1.1.1.** Use the policy and operational/performance checklist as a guide to review intake procedures to determine the range and validity of screening and assessment practices. Determine WHO will do this review and WHEN it will be done.
- 1.1.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as "in place" are assets. Add to the list.
- 1.1.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as "in place" need to have barriers identified that are keep you from having them in place. Add to the list.
- 1.1.4.** For each barrier, determine Who will do What and When in order to eliminate the barrier ("Plan of Action").
- 1.1.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 1.1.6.** Determine how performance in reaching this goal will be measured. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the "Operational/Performance Expectations" needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>4</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 1.1: Development of Intake Procedures; Tracking Forms

### Activity 1.1.1. Review Existing Policy and Procedure

WHO	WHAT	WHEN
	Use the policy and operational/performance checklist as a guide to review intake procedures to determine the range and validity of screening and assessment practices.	
Ross, Pam, Jo	Need to decide on validated assessment for risk to recidivate(automated)	

### Activity 1.1.2. Identify Assets

ASSET	DOCUMENTATION
ACCD has good procedures in place for what offenders plan is in community	
Good relationships with contract facilities	
IPPO in each secure facility	

### Activity 1.1.3 and Activity 1.1.4. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN
LSI-R being conducted in community facilities but results not shared with other entities	Each program provides different information to DOC. Additionally each program has made a financial commitment to the program	ACCD has to be consistent in obtaining same information from all programs. ACCD staff will meet with each program Director to discuss the importance of consistency of information as well as talking about it at PRC / Treatment Director quarterly meeting	Pam and ACCD staff	Started October 2011 continue discussions
Costs of assessment	Decision to be made by DOC on one risk need assessment tool	Reviewing several instruments currently being used and considered evidence based	Ross, Jo, Pam, Sam , Gayle	Ongoing February 2012 by end of month is the

				goal
Train staff on use of assessment	Training plan comes as a canned product with assessment tool chosen Must have plan for all of corrections to include private partners.	Connecting training with the diversity of corrections professionals	Ross, Jo, Gayle, Sam, Pam	still in development 2012 plan in place
PSI does not include assessment of risk prior to sentencing	Work with field to use the tool at time PSI is written. (meet with resistance from field need to overcome)	Training, necessity to complete successfully at the beginning and follow through the system. Have to get buy in	Ross, Jo, Gayle, Director & Pam, Sam	on going

#### **Activity 1.1.5. Assess Resource/Fiscal Gaps**

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need

#### **Activity 1.1.6. Performance Measures**

Operational Expectation	Performance Measure

MSP currently has group working on this area and this needs to be used to develop CM and IPPO duties

### **TARGET FOR CHANGE 2.1: *Development of Programming Plan (Transition Accountability Plan or TAP1)***

**GOAL:** To develop, for each person incarcerated, an individualized plan that, based upon information obtained from assessments, explains what programming should be provided during the period of incarceration to ensure that his or her return to the community is safe and successful (Reference: Report of the ReEntry Policy Council, pgs. 141-153).

#### **POLICY EXPECTATIONS all areas were identified as wants by DOC reentry team and none have currently policy to address**

- ☐ Information obtained through assessments is used to develop a programming plan that provides for the coordinated delivery of targeted services for each person admitted.
- ☐ Policies for offender compliance with programming plans incorporate strategies and methods that reinforce positive behavior, as well as punish negative behavior.
- ☐ The program-planning model is adapted for shorter-term period of incarceration.
- ☐ The programming plan includes provisions for periodic reassessments to be conducted during the offender's incarceration and for changes to be made in the plan accordingly (i.e. TAPS 2, 3 and 4).
- ☐ A centralized record-keeping system is in place along with a system for regular communication among program planners and other facilities-based staff and service providers.

#### **OPERATIONAL/PERFORMANCE EXPECTATIONS all were identified as wants by DOC and none currently are being tracked**

- ☐ Program planners and other facilities-based staff and service providers are trained, retrained and supervised to ensure high-quality program plans.
- ☐ Program plans clearly define the primary needs, talents, strengths and background of each individual.
- ☐ Programming plans are responsive to each individual's assessed level of risk and criminogenic needs.
- ☐ Community-based providers, crime victims, advocates, family, community members and the offender have the opportunity to inform the programming plan.
- ☐ Program planning incorporates the principles of cultural and gender competency.



## **TARGET FOR CHANGE 2.1: *Development of Programming Plan; Activities Aimed at Implementation***

**GOAL:** To develop, for each person incarcerated, an individualized plan that, based upon information obtained from assessments, explains what programming should be provided during the period of incarceration to ensure that his or her return to the community is safe and successful.

### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 2.1<sup>5</sup>**

- 2.1.1.** Use the policy and operational/performance checklist as a guide to review program planning procedures to determine the range and quality of program planning practices. Determine WHO will do this review and WHEN it will be done.
- 2.1.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 2.1.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. For any of the expectations you cannot check off as “in place”, identify the barriers that are keeping you from having them in place. Add to the list.
- 2.1.4.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 2.1.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 2.1.6.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>5</sup> NOTE: Use the forms on the following page to keep track of this information.



## TARGET FOR CHANGE 2.1: *Development of Programming Plan; Tracking Forms*

### Activity 2.1.1. Review Existing Policy and Procedure

WHO	WHAT	WHEN
	Use the policy and operational/performance checklist as a guide to review program planning procedures to determine the range and quality of program planning practices.	

### Activity 2.1.2. Identify Assets

ASSET	DOCUMENTATION
<b>Orientation at MDIU</b>	
MDIU unit manager is on board with reentry	
Computers located on blocks to be used for assessment and for staff/offender communication on assessment	
Currently screen for mental health	
Currently screen for physical health	
All inmates receive CD evaluations	
All inmates receive TABE testing for education	
Orientation while in MDIU being done within 1 week of entry	
Inmates being screened/interviewed for special needs	
PSI is being used for classification of inmates	
ACCD has good procedures in place for what offenders plan is in community	
Good relationships with contract facilities	
IPPO in each secure facility	

### Activity 2.1.3 and Activity 2.1.4. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN
Lack of clarity of roles by CM/IPPO/UM	Administration needs to define staff role and expectations on reentry	Large meeting with CM/IPPO to clarify	Ross/Sam	Nov 2011
Poor personal interaction between CM and offender				
No validated risk of				

needs assessment				
LSI-R being conducted in community facilities but results not shared with other entities				
Costs of assessment				
Train staff on use of assessment				
PSI does not include assessment of risk prior to sentencing				

#### **Activity 2.1.5. Assess Resource/Fiscal Gaps**

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need

#### **Activity 2.1.6. Performance Measures**

Operational Expectation	Performance Measure

### **TARGET FOR CHANGE 3.1: *Development of Parole and Reentry Plan (Transition Accountability Plan or TAP2)***

**GOAL:** To develop, for each person incarcerated, an individualized plan that, based upon information obtained from assessments, explains what programming should be provided after the period of incarceration to ensure that his or her return to the community is safe and successful (*Reference: Report of the ReEntry Policy Council, pgs. 141-153*).

#### **POLICY EXPECTATIONS- all were identified as wants by DOC and two of three need overarching policy**

- ☐ Information obtained through assessments is used to develop the next TAP, (TAP2) or the parole plan - that provides for the coordinated delivery of targeted services for each person released.
- ☐ The TAP2 or parole plan includes provisions for periodic reassessments to be conducted during the offender's final period of incarceration and after release for changes to be made in the plan accordingly – for TAPS 3 and 4. **Has current policy**
- ☐ A centralized record-keeping system is in place along with a system for regular communication among program planners and other facilities and parole-based staff and service providers.

#### **OPERATIONAL/PERFORMANCE EXPECTATIONS all were identified as want by DOC**

- ☐ Staff completing the TAP2 and other facilities-based staff and service providers are trained, retrained and supervised to ensure high-quality reentry plans.
- ☐ Reentry plans (TAP2) clearly define the primary needs, strengths and background of the individual.
- ☐ Reentry plans are responsive to each individual's assessed level of risk and criminogenic needs.
- ☐ Community-based providers, crime victims and advocates, family and community members are engaged in the development of a parole plan (TAP2).
- ☐ The reentry planning process includes enrollment with appropriate community based human service agencies and the plan includes a schedule of times for the parolee's initial meetings at the agencies immediately upon release.
- ☐ All parole planning incorporates the principles of cultural and gender competency.

### **TARGET FOR CHANGE 3.1: *Development of Parole and Reentry Plan; Activities Aimed at Implementation***

**GOAL:** To develop, for each person incarcerated, an individualized plan that, based upon information obtained from assessments, explains what programming should be provided after the period of incarceration to ensure that his or her return to the community is safe and successful.

#### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 3.1<sup>6</sup>**

- 3.1.1.** Use the policy and operational/performance checklist as a guide to review reentry planning procedures to determine the range and quality of planning. Determine WHO will do this review and WHEN it will be done.
- 3.1.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 3.1.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as “in place” need to have barriers identified that are keep you from having them in place. Add to the list.
- 3.1.4.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 3.1.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 3.1.6.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>6</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 3.1: *Development of Parole and Reentry Plan; Tracking Forms*

### Activity 3.1.1. *Review Existing Policy and Procedure*

WHO	WHAT	WHEN
	Use the policy and operational/performance checklist as a guide to review reentry planning procedures to determine the range and quality of planning.	

### Activity 3.1.2. *Identify Assets*

ASSET	DOCUMENTATION

### Activity 3.1.3 and Activity 3.1.4. *Identify Barriers and Develop Plans of Action to Eliminate Each Barrier*

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN

### Activity 3.1.5. *Assess Resource/Fiscal Gaps*

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need

### Activity 3.1.6. *Performance Measures*

Operational Expectation	Performance Measure

## **TARGET FOR CHANGE 5.1: *Design of Supervision and Treatment Strategy (TAP3)***

**GOAL:** To review and prioritize what the releasing authority has established as terms and conditions of release, and to develop a community supervision and treatment strategy (an updated Transition Accountability Plan) that corresponds to the resources available to the supervising agency, reflects the likelihood of recidivism, and employs incentives to encourage compliance with the conditions of release (*Reference: Report of the ReEntry Policy Council, pgs. 343-355*).

### **POLICY EXPECTATIONS all were identified as wants by DOC none have overarching policy**

- ☐ A transition team, including representatives from community corrections, law enforcement, community-based organizations and corrections staff is charged with the development of a comprehensive supervision strategy.
- ☐ As the release date approaches (and as appropriate and feasible) state facilities offenders are transferred to correctional facilities nearest to the community to which the individual will return.
- ☐ A supervision officer is assigned to each individual well before the date of his or her release and participates on the transition planning team.
- ☐ A written copy of the terms and conditions of release and transition plan are provided to each individual and explained clearly, ensuring that he or she understands them.

### **OPERATIONAL/PERFORMANCE EXPECTATIONS all were identified as wants by DOC**

- ☐ Supervision strategies are based on the information from risk- and needs-assessment instruments.
- ☐ Supportive members of the family, broadly defined, are engaged in reentry and release planning.
- ☐ Law enforcement in the jurisdiction to which an individual will return is engaged through information sharing and cooperation before the individual's release.

## **TARGET FOR CHANGE 5.1: *Design of Supervision and Treatment Strategy (TAP3); Activities Aimed at Implementation***

**GOAL:** To review and prioritize what the releasing authority has established as terms and conditions of release, and to develop a community supervision and treatment strategy (an updated Transition Accountability Plan) that corresponds to the resources available to the supervising agency, reflects the likelihood of recidivism, and employs incentives to encourage compliance with the conditions of release.

### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 5.1<sup>7</sup>**

- 5.1.1.** Use the policy and operational/performance checklist as a guide to review methods of designing a supervision and treatment strategy (TAP3) to determine the range and quality of activities. Determine WHO will do this review and WHEN it will be done.
- 5.1.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 5.1.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as “in place” need to have barriers identified that are keep you from having them in place. Add to the list.
- 5.1.4.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 5.1.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 5.1.6.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>7</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 5.1: *Design of Supervision and Treatment Strategy (TAP3); Tracking Forms*

### Activity 5.1.1. Review Existing Policy and Procedure

WHO	WHAT	WHEN
	Use the policy and operational/performance checklist as a guide to review methods of designing a supervision and treatment strategy (TAP3) to determine the range and quality of activities.	

### Activity 5.1.2. Identify Assets

ASSET	DOCUMENTATION

### Activity 5.1.3 and Activity 5.1.4. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN

### Activity 5.1.5. Assess Resource/Fiscal Gaps

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need

### Activity 5.1.6. Performance Measures

Operational Expectation	Performance Measure



## TARGET FOR CHANGE 2.5: *Children and Family Support*

**GOAL:** To help offenders maintain, establish, re-establish, expand, and strengthen relationships with their families and to make available services and supports for family members and children of offenders, when appropriate. (Reference: *Report of the ReEntry Policy Council*, pgs. 190-200; and *Why Ask About Family? A Guide for Corrections* (NY: Vera Institute of Justice, 2011. <http://www.vera.org/content/why-ask-about-family-guide-corrections>).

### **POLICY EXPECTATIONS all areas were identified as wants and only highlighted areas have current overarching policy**

- ☐ Departments of corrections and child-support agencies collaborate to provide information and improve access to the child-support process for incarcerated parents and their families.
- ☐ Parenting and other programs are provided to address a range of family needs and responsibilities of people in facilities.
- ☐ Intake materials include questions about children and their caretakers, as well as questions related to child support, parental rights and related policies, as appropriate.
- ☐ The facility sends information about visitation to family members and other supportive people identified by the offenders.
- ☐ Visitation policies allow for in-person visits from family members and appropriate people outside the immediate family, such as neighbors, friends, clergy and community members. **Has current policy**
- ☐ Video teleconferencing is available to facilitate communication with loved ones who are far away or cannot visit.
- ☐ Telephone fees are no higher than those charged to the general public (+ costs) so that individuals can make calls to family members weekly.
- ☐ Offender management policies encourage and support contact with family and other loved ones, rather than use it as leverage (i.e. revoking visitation or phone call privileges). **Has current policy**

### **OPERATIONAL/PERFORMANCE EXPECTATIONS all were identified as wants except areas in yellow highlight**

- ☐ **Contact between offenders and their children and other family members is facilitated, when appropriate.**
- ☐ Facilities-based staff and service providers, particularly those who work in reception and visitation areas, are trained and supervised to ensure knowledge of the role of family and social networks and build necessary skills for working well with families.
- ☐ Family members are involved (with appropriate consent) in the individual's programming and health care.
- ☐ **Contact with families and other important members of offenders' social networks is built into their routines.**
- ☐ ~~Free or low-cost transportation to the facility is available for visitors-~~ NOT DOC but responsibility of communities

## **TARGET FOR CHANGE 2.5: *Children and Family Support; Activities Aimed at Implementation***

**GOAL:** To help offenders maintain, establish, re-establish, expand, and strengthen relationships with their families and to make available services and supports for family members and children of offenders, when appropriate.

### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 2.5<sup>8</sup>**

- 2.5.1.** Discuss with an interdisciplinary group of staff and offenders the questions in “Why Ask about Family? A Guide for Corrections.”
- 2.5.2** Use the policy and operational/performance checklist as a guide to review children and family support procedures to determine the range and quality of support services. Determine WHO will do this review and WHEN it will be done.
- 2.5.3.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 2.5.4.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as “in place” need to have barriers identified that are keep you from having them in place. Add to the list.
- 2.5.5.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 2.5.6.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 2.5.7.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>8</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 2.5: *Children and Family Support; Tracking Forms*

### Activity 2.5.1. and Activity 2.5.2. Review Literature and Review Existing Policy and Procedure

WHO	WHAT	WHEN
	Interdisciplinary group should include Montana Alliance for Families Touched by Incarceration (MAFTI), Native American representation (Myrna Kuka and/or others), and both Linda Moodry at MSP and Annamae Siegfried-Derrick at MWP.	

### Activity 2.5.3. Identify Assets

ASSET	DOCUMENTATION
MAFTI manual "Family Members Behind Bars" and the legwork on these issues already done by member organizations, including Grandparents Raising Grandchildren, Child and Family Services DPHHS, Parenting Place, Family Tree, Native Women Coalition, DOC, CASA and Head Start.	
Parenting skills training at MSP (Pacific Institute curriculum)	
Parenting program at MWP under the direction of the Family Tree	
*Security policies provide boundaries (we know upfront what types of activities we cannot do within a prison setting)	
Native American concept of families is very strong and can serve as a model	
Inmate Welfare Funds possibly available for printing materials at MCE	

### Activity 2.5.4. and Activity 2.5.5. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN
*Prison security supersedes all other considerations and so can pose challenges for maintaining family contact		<ol style="list-style-type: none"> <li>1. Increase user friendliness of visitation rules so inmate families understand the rationale behind them.</li> <li>2. Review prison transfer policies to determine if family location should be a consideration</li> <li>3. Teach inmates how to write constructive letters to their families that focus on the children's activities and interests and the inmate's rehabilitation and growth rather than empty promises (I'll get out early just you wait and see) and "me" complaints about unfair prison life and the other parent (in divorce situations)</li> </ol>		
Community stigma/prejudice toward "cons" makes it		Working with Al-Anon – My subcommittee suggested that we find ways to build a bridge to AA for our offenders by (1) identifying potential local AA sponsors in advance and (2)		

more difficult to participate in anything such as AA, and this increase in rural areas and/or when the offender is part of a minority		providing literature to the offenders that explains how AA works, including its tradition of inclusiveness and absolute acceptance of anyone who wants to get and stay sober.		
Lack of resources in rural areas – transportation, AA meetings, jobs for example		Use MAFTI manual to connect inmate families to resources that might help them address these barriers.		
Rigidity of some prison policies may hamper family relationships. For example, prison rules that allow inmates to attend funerals of family members may not take into consideration Native Americans' broader concept of "family" (six "grandmothers," for example)		<ol style="list-style-type: none"> <li>1. Teach inmates how to write constructive letters to their families that focus on the children's activities and interests and the inmate's rehabilitation and growth rather than empty promises (I'll get out early just you wait and see) and "me" complaints about unfair prison life and the other parent (in divorce situations)</li> <li>2. Staff education about cultural differences.</li> <li>3. Increase user friendliness of visitation rules so inmate families understand the rationale behind them.</li> <li>4. Native American concept of families is very strong and can serve as a model ("family" goes beyond immediate relatives.)</li> </ol>		
Prison transfers – What happens to the spouse and kids who live in Deer Lodge when Dad/inmate is transferred from MSP to Glendive or Shelby?		<ol style="list-style-type: none"> <li>1. Review prison transfer policies to determine if family location should be a consideration</li> <li>2. Teach inmates how to write constructive letters to their families that focus on the children's activities and interests and the inmate's rehabilitation and growth rather than empty promises (I'll get out early just you wait and see) and "me" complaints about unfair prison life and the other parent (in divorce situations)</li> </ol>		

#### **Activity 2.5.6. Assess Resource/Fiscal Gaps**

Policy/Operational EXPECTATION	Current Spending	Current Number	Cost per Unit	Expanded Number	Cost Need
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		(i.e. # served, staff trained, etc.)			

#### Activity 2.5.7. Performance Measures

Operational Expectation	Performance Measure

### TARGET FOR CHANGE 3.5: Employment Upon Release

**GOAL:** To connect offenders to employment, including supportive employment and employment services, before their release the community (Reference: Report of the ReEntry Policy Council, pgs. 306-316).

#### **POLICY EXPECTATIONS-all were identified as wants by DOC none have current overarching policy**

- ☐ Work-release programs are available as a transition between work inside a correctional facility and work after release into the community.
- ☐ Community members and community-based services act as intermediaries between employers and job-seeking individuals, who are incarcerated.
- ☐ Returning offenders receive written information about prospective employers in their community and/or community employment service providers well in advance of the anticipated release date.
- ☐ Prior to discharge, offenders receive official documentation of their skills and experience, including widely accepted credentials and/or letters of recommendation.

#### **OPERATIONAL/PERFORMANCE EXPECTATIONS- all three were identified as wants by DOC and only one has current overarching policy**

- ☐ In communities that have facilities (added by DOC group), employers visit the correctional facility to meet with prospective employees before release.

- ☐ Facility staff, parole staff and community-based workforce development resources assist people in facilities to initiate job searches prior to release **has current policy.**
- ☐ Community networks are in place to support offenders who participate in work release programs.

DRAFT

### **TARGET FOR CHANGE 3.5: *Employment upon Release; Activities Aimed at Implementation***

**GOAL:** To connect offenders to employment, including supportive employment and employment services, before their release the community.

#### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 3.5<sup>9</sup>**

- 3.5.1.** Use the policy and operational/performance checklist as a guide to review methods of connecting offenders to employment before release to determine the range and quality of activities. Determine WHO will do this review and WHEN it will be done.
- 3.5.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 3.5.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as “in place” need to have barriers identified that are keep you from having them in place. Add to the list.
- 3.5.4.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 3.5.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 3.5.6.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>9</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 3.5: *Employment upon Release; Tracking Forms*

### Activity 3.5.1. Review Existing Policy and Procedure

WHO	WHAT	WHEN
	The employment committee is Steve Olsen, Adam Deyong and Gayle Lambert. Steve will bring in others as needed. We talked about OJT training money that was available and how to find out who has it. Marie Sewell from the Billings Job Service office sat in on the conference call and she stated that each Job Service office and DPHHS would have to be contacted to see if they had any money. When this money is utilized, employers do not have to pay the total cost of a worker's wage. The OJT program pays a portion until the employee is trained. Marie stated that this is a good avenue for offenders looking for employment in an area that they are not trained. We talked about networking with employers. It was suggested to go to the community board meetings that the Job Service attends to network and find resources. We will ask Sam Casey to contact Dan Burnhardt from veterans' services and Brad Nelson (OCHI) veterans representative. There are many resources; we just need to find a way to identify them and connect the dots. We need to educate people on the benefits such as the tax credit for hiring offenders and the free and reduced bonding that can be obtained.	

### Activity 3.5.2. Identify Assets

ASSET	DOCUMENTATION

### Activity 3.5.3 and Activity 3.5.4. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN

### Activity 3.5.5. Assess Resource/Fiscal Gaps

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need



**Activity 3.5.6. Performance Measures**

Operational Expectation	Performance Measure

DRAFT

### TARGET FOR CHANGE 3.2: *Housing*

**GOAL:** To facilitate access to ~~stable~~ sustainable housing upon re-entry into the community (*Reference: Report of the ReEntry Policy Council, pgs. 256-281*).

**POLICY EXPECTATIONS** *all but were identified by DOC as wants and one needs rewording and one has current overarching policy*

- ☐ Facility staff, parole staff and community-based transition planners work with offenders to assess individual housing needs and identify the appropriate housing option for each incarcerated individual well in advance of release.
- ☐ The housing planning process includes an assessment of the feasibility, safety, and appropriateness of an individual living with family members after his or her release from facilities.
- ☐ A full range of housing options (i.e. supportive housing, transitional housing, affordable private rental housing) is available to meet the needs of returning offenders and adequate capacity to accommodate the number of individuals returning to the community.
- ☐ Individuals leaving facilities who have histories of homelessness are included among the homeless priority population, in order to facilitate their access to supportive housing made available under the McKinney-Vento Act.
- ☐ Offenders receive information and training on strategies for finding/maintaining housing and their legal rights as tenants.
- ☐ Individuals who are entering the private rental market—and who demonstrate that they are without adequate resources to pay rent— are provided small stipends and/or housing assistance for the period immediately after release. **Has current policy**

**OPERATIONAL/PERFORMANCE EXPECTATIONS-** *all were identified as wants by DOC*

- ☐ Individuals leaving facilities custody immediately enter an appropriate housing option in the community.
- ☐ Transition planners, working with community-based organizations, are familiar with the full range of housing options available in each community and maintain lists or inventories of available housing.
- ☐ Family violence risks are recognized/addressed in the housing plan when risk to the family or partner is an issue.

## **TARGET FOR CHANGE 3.2: *Housing; Activities Aimed at Implementation***

**GOAL:** To facilitate access to stable housing upon re-entry into the community.

### **ACTIVITIES AIMED AT IMPLEMENTING TARGET FOR CHANGE 3.2<sup>10</sup>**

- 3.2.1.** Use the policy and operational/performance checklist as a guide to review reentry housing services to determine the range and quality of services. Determine WHO will do this review and WHEN it will be done.
- 3.2.2.** Assess your assets (accomplishments and resources) that are currently in place that help the agency reach the goal stated above. Use the policy and operational/performance checklist as a beginning point. Any of the expectations you can check off as “in place” are assets. Add to the list.
- 3.2.3.** Determine the barriers (other than resource or fiscal-related) that keep the agency from reaching the stated goal (e.g. communication issues, lack of uniformity, or lack of policy). Use the policy and operational/performance checklist as a beginning point. Any of the expectations you cannot check off as “in place” need to have barriers identified that are keep you from having them in place. Add to the list.
- 3.2.4.** Determine WHO will do WHAT and WHEN it will be done in order to eliminate each barrier (“Plan of Action”).
- 3.2.5.** Assess the resource/fiscal gaps that prevent the goal from becoming a system-wide reality. Determine your current fiscal commitment, what the cost is per unit and what it will take to expand the activity system wide.
- 3.2.6.** Determine how performance in reaching this goal will be measured and tracked. The performance measure for the Policy Expectations is that the policy is in place and it can be documented. Each of the “Operational/Performance Expectations” needs a performance measure. If an operational expectation is important, it needs to be counted/reported/monitored.

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<sup>10</sup> NOTE: Use the forms on the following page to keep track of this information.

## TARGET FOR CHANGE 3.2: *Housing; Tracking Forms*

### Activity 3.2.1. Review Existing Policy and Procedure

WHO	WHAT	WHEN
Ross, Sam	Develop/finalize policy for IWF funds to be used to assist hard to place offenders in the community.	

### Activity 3.2.2. Identify Assets

ASSET	DOCUMENTATION
Mike Aldrich currently working on policy/procedure to direct ACCD to secure information on community resources	
BARTF recently put on a housing training/informational day in Billings that identified new housing contacts	
IWF policy that was never finalized and implemented to assist offenders with monies needed to secure housing is currently being reviewed for implementation	

### Activity 3.2.3 and Activity 3.2.4. Identify Barriers and Develop Plans of Action to Eliminate Each Barrier

BARRIER	EXPECTATION(S) impacted by barrier	ACTIVITIES to Eliminate	WHO	WHEN
Lack of appropriate/sustainable housing providers	Reduces offender's ability to parole/remain out of prison	Identify state agencies that currently have housing information	Sam	12/15/11
Lack of information for staff in secure facilities that are working with offenders	More housing option information available for offenders/staff	Continue to work with Adrienne DOC policy and Mike Aldrich to obtain housing information that may be available to ACCD staff	Sam	12/15/11
Ability to identify offenders that housing needs have been identified as a barrier to release	Obtain/implement an assessment that assist release staff on offenders that have appropriate housing option upon release	Continue to work with Assessment team on DOC assessment. Assessment must have housing risk component included in assessment	Sam	Ongoing starting 12/16/11
No policy/procedure that addresses development of resources as duty of probation and parole staff and office	Expectation that staff will develop resources that are easily accessible for staff on housing needs	Develop policy and procedure that will address resource collection	Aldrich	ongoing
Identify resources that are currently available through state agencies	Resource development	Contact state agencies to inquire about services/programs that currently offer housing programs	Sam	1/12/12

that are currently being offered				
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**Activity 3.2.5. Assess Resource/Fiscal Gaps**

Policy/Operational EXPECTATION	Current Spending	Current Number (i.e. # served, staff trained, etc.)	Cost per Unit	Expanded Number	Cost Need

**Activity 3.2.6. Performance Measures**

Operational Expectation	Performance Measure